



**DRAFT**



# GCSE

## **Expressive Arts**

Our specification will engage learners in a variety of expressive art forms and give them opportunity to work with a range of media within Art and Design, Music, Drama, Dance and Creative Writing. They will explore relationships between the art forms and how skills in one art form can be transferred to another.

# What's happening to GCSEs?

## OCR is offering new GCSEs for first teaching in September 2009\*.

We've taken this opportunity to improve the quality of our GCSEs for teachers and learners alike.

We've made improvements in three key areas: updated and relevant content, a focus on developing students' personal, learning and thinking skills, and flexible assessment, so teachers can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

### The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment in either a linear or unitised fashion.

\*Not all GCSEs are changing. There are a few exceptions: the new Science GCSE was introduced in 2006. New English, English Literature, ICT and Maths GCSEs will be offered for first teaching in 2010.



## Improving GCSE Expressive Arts with OCR

We've involved teachers throughout the development process, so the new specifications, support materials and schemes of work should be exactly what you need to teach OCR GCSE Expressive Arts. To ensure accuracy in our content, we've also consulted subject associations, professional membership groups, subject societies and other subject experts.



### Our GCSE Expressive Arts offers:

- Easy-to-use, teacher-friendly marking criteria that inform and support learning with manageable procedures for controlled assessment
- A practical approach to the expressive arts, which can be demonstrated through a variety of different outcomes such as presentations, performances, artefacts and exhibitions
- Ease of use and reduced administration burden as all units can be assessed on one day by the popular Visiting Assessor service.

### Making change easy

We'd like to make these changes as easy for you to manage as possible. To minimise disruption, we will:

- Guide you through the process of moving to OCR
- Bring you the latest information through our Focus on 14–19 magazine and our new website [www.GCSEchanges.com](http://www.GCSEchanges.com)
- Show you approved specifications one year ahead of first teaching, so you have plenty of preparation time
- Offer you a range of OCR support materials, including schemes of work and sample assessment materials, as we did with GCEs
- Make OCR's publisher partner resources – tailored to the new specifications – available from January 2009
- Endorse a variety of published resources, giving you a wider choice of quality support materials.

We're also running extra INSET and training courses across the UK, so now it's even easier to discover how OCR has developed its specifications.

## Controlled assessment

While reviewing GCSEs, QCA looked into the coursework element of the current qualifications and decided to introduce controlled assessment as an alternative to coursework. This will address some of the issues raised in recent coursework reviews, such as plagiarism.

Controlled assessment has to be done in a supervised environment. However, if the task has a research element, the student may complete this without supervision.



The benefits of controlled assessment include:

- More straightforward marking – for most subjects, we provide worksheets for students to complete
- Improved reliability and validity
- Varying levels of control, to help you manage the assessments and your time more easily
- Greater confidence in authenticating students' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

For GCSE Expressive Arts, controlled assessment means:

- Task setting – The criteria and parameters for setting the task are defined by OCR, but centres can choose their own stimulus material and contextualise the task to best suit their specific circumstances, interests and strengths.
- Task taking – The key parameters are defined by OCR while maintaining flexibility for centres.
- Task marking – Both controlled assessment units will be marked by the centre assessor(s), using OCR marking grids and guidelines, and will be moderated by the OCR-appointed moderator by visiting the centre.

We will review our controlled assessment tasks every two years.

## Flexible assessment

The assessment for the new OCR GCSEs is organised into units which can either all be taken at the end of the course in a linear fashion, or be used to complement a more unitised approach to teaching and learning. This gives you the flexibility to choose the assessment approach best suited to your centre and your students. A unitised structure gives you the flexibility to co-teach short and full courses.

We already offer assessments that are organised into units at A Level and for some existing GCSEs. For many subjects, assessments will be available twice a year. Flexible assessment means:

- You will have a choice of learning approaches – linear or unitised
- The assessment can be timed to match the point of learning within the course, making it easier for candidates to show what they know, understand and can do
- Students can re-sit a unit rather than repeat the entire assessment
- Some students are motivated by ongoing feedback and this helps them identify their learning needs
- A unitised approach makes it easier for students to stay on track with their studies and manage their time effectively
- The pressure of an 'all or nothing' assessment is removed
- Examination stress is reduced by permitting assessment over a longer period so that not all assessments are concentrated in a narrow window at the end of two years

- With a similar format to A Levels and Diplomas, GCSEs will help prepare students for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place: 40% of the assessment must happen at the end of the course and only one re-sit of each assessment unit is allowed.

**You may know 'unitised' as modular.**

Unit title and description	Assessment including duration	Weighting
<b>Unit A691: Working in Response to the Study of Artworks by Practitioners</b> <ul style="list-style-type: none"> <li>The unit encompasses all visual, language, media and performance arts and provides opportunities to work across traditionally separate disciplines</li> <li>Learners will contribute work in at least two art forms from: Art and Design; Music; Drama; Dance; Drama; and Creative Writing.</li> </ul>	Controlled test Assessed on outcome working in at least two art forms and a portfolio Visiting moderation	30%
<b>Unit A692: Working in Response to a Stimulus</b> <ul style="list-style-type: none"> <li>This unit assesses learners' knowledge and understanding of the expressive arts process as they respond to a starting point; explore the areas of study and how they impact upon their ideas; and consider the influence of the ideas, skills and techniques of existing practitioners.</li> </ul>	Controlled test Assessed on outcome working in at least two art forms and a portfolio Visiting moderation	30%
<b>Unit A693: Working in Response to a Commission in a Community Context</b> <ul style="list-style-type: none"> <li>Develop a response to one of ten set commissions for a chosen community.</li> </ul>	12-hour practical examination Assessed on outcome working in at least three art forms and a portfolio Examined externally by visit	40%

## Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Expressive Arts.

Candidates are expected to demonstrate the following in the context of the content described:

### AO1

- Recall, select, use and communicate their knowledge and understanding of the work of practitioners and the connections between their works, demonstrating an understanding of contextual influences.

### AO2

- Apply skills, processes and techniques, and shape and structure ideas, reviewing, modifying and refining their work as it progresses.

### AO3

- Communicate ideas through chosen art forms, applying knowledge and understanding of how art forms relate and interact with each other, using relevant skills, techniques and compositional elements.

### AO4

- Analyse and evaluate the effectiveness of their work at all stages, in relation to the work of others, their intentions and the intended audience.



## What changes, and what stays the same?

	What changes?	What stays the same?
<b>Structure</b>	<ul style="list-style-type: none"> <li>The specification is now unitised</li> <li>Learners can now take units at the end of the first year and re-sit units</li> <li>Order of delivery is flexible.</li> </ul>	<ul style="list-style-type: none"> <li>The three-unit structure is comparable to the three-component structure of the old specification</li> <li>Centres can still deliver this course in a linear fashion if desired.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>The focus of Unit A691 is now on the study of artworks by practitioners to inform ideas for realisation</li> <li>Commissions are now the starting point in the practical examination</li> <li>Learners can now work individually, in a pair, or in a group in all units.</li> </ul>	<ul style="list-style-type: none"> <li>The principles of the areas of study that form the underpinning content are maintained</li> <li>The specification maintains the five art forms learners can work in, using a variety of forms for outcome including still and moving image</li> <li>The focus is still on practical outcome.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Coursework now becomes controlled assessment, but flexibility in assessment is maintained</li> <li>Assessment objectives still test the learner's ability to explore and develop, communicate and evaluate</li> <li>Learners will produce a complete final outcome for Units A691 and A692 as well as Unit A693.</li> </ul>	<ul style="list-style-type: none"> <li>Learners are still assessed via outcome and portfolio evidence</li> <li>Every centre will still be visited by an assessor from OCR who will moderate and examine at the same time</li> <li>The recognised marking structure is kept for consistency ('Accomplished' to 'Limited')</li> <li>The practical examination remains, but there is now greater emphasis on the commission.</li> </ul>

## Support for GCSE Expressive Arts teachers

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specifications and to support you while teaching them.

Our support materials and events include face-to-face training courses, schemes of work that you can customise, endorsed publisher partner resources, access to teacher and examiner networks (both online and offline), plus an extensive past-papers service.

### OCR's online resources include:

- E-communities – online networks of subject specialists for sharing knowledge, views and ideas
- Interchange – a completely free and secure website that helps you carry out the administrative tasks associated with examinations quickly and easily
- Past examination papers
- Marking schemes
- Subject e-alerts – for teachers who register for updates.

We offer a wide range of training courses in the UK, so you have easy access to information about our new specifications – direct from the experts. See over for more details.



## Training for OCR GCSE Expressive Arts

Our Get Ready events offer a taste of the new specification. Dates are given below, and you can book your place now at [www.GCSEchanges.com](http://www.GCSEchanges.com).

Later, we'll be running our Get Started events, which take you through the specification in more detail and help you work towards first teaching. They will take place during the spring and summer terms 2009.

### ***Get Ready – introducing the new specification (first teaching from September 2009)\****

This course is for all teachers – new and experienced – who are interested in finding out more about the new specification. It's open to you, even if you don't teach the current OCR specification.

It's a **FREE** half-day session, including refreshments, a light finger buffet and course materials, offering an overview of the new OCR specification in GCSE Expressive Arts.

Key features include:

- A look at the new structure, content and assessment methods
- A comparison between old and new specification content
- An introduction to the support and resources available from OCR
- A summary of the benefits of choosing the new OCR specification.

Date	Location	Course code
Mon 7 Jul 08 AM	London	OEXA101
Mon 7 Jul 08 PM	London	OEXA102
Mon 3 Nov 08 AM	Birmingham	OEXA103
Mon 3 Nov 08 PM	Birmingham	OEXA104
Fri 14 Nov 08 AM	London	OEXA105
Fri 14 Nov 08 PM	London	OEXA106
Fri 6 Mar 09 AM	London	OEXA107
Fri 6 Mar 09 PM	London	OEXA108

Please note:

- Free OCR Training courses will not incur any penalty fees however, so that we can offer your place to another delegate please notify us in good time of your course cancellation.
- Dates are subject to change so please ensure you read your booking confirmation and web updates as OCR Training cannot be held responsible for delegates who attend on an incorrect date.
- Courses throughout summer 2008 and autumn 2008 terms may be based on the draft specification.
- \*The times of these courses may vary from the standard advertised time.

## Publishing support for GCSE Expressive Arts teachers

We're working with publisher partner Hodder Education to provide further resources to support teachers of the new specification.

Hodder Education will be publishing a student and teacher support website for the new GCSE specification from OCR. These new resources will support all of the specification's five art forms and will provide exemplar portfolio pieces and examination responses.

Publication date: June 2009



To find the latest information on published resources, please visit [www.ocr.org.uk/expressivearts/newgcse](http://www.ocr.org.uk/expressivearts/newgcse) and choose published resources from the right-hand menu.



---

**www.ocr.org.uk**

OCR customer contact centre

**Vocational qualifications**

Telephone 024 76 851509

Facsimile 024 76 421944

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**Head office**

1 Hills Road, Cambridge CB1 2EU

Telephone 01223 552552

Facsimile 01223 552553



PART OF THE  
CAMBRIDGE ASSESSMENT  
GROUP

*For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© OCR 2007 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.  
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.